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ABSTRACT

Established to advise and assist in the implementation of the Environmental Education Act of 1970 (P.L. 91-516), the Advisory Council on Environmental Education has summarized its activities for the past year, 1972, in this annual report. First reviewed are some of the problems encountered by the Council, indicating it is severely handicapped by the lack of adequate funding, lack of any staff personnel, and lack of the full number of authorized appointments. Areas and activities in which Council members should have been involved are enumerated. Following this, detailed findings and recommendations of the Council are explained. These consider: (1) extension of the Environmental Education Act, (2) possible relocation of the Office of Environmental Education, (3) evaluation of the environmental education grants program, (4) creation of an interagency coordination committee for environmental education, (5) restructuring the Advisory Council on Environmental Education, and (6) full staffing for the Office of Environmental Education. Appended materials include the text of the Environmental Education Act of 1970, funding through the Act for fiscal years 1971-73, a summary of grants provided in 1972, and a schedule of Advisory Council activities to date. Council chairwoman was Ms. Ella Mae Turner. (BL)

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SECOND ANNUAL REPORT OF THE ADVISORY COUNCIL ON ENVIRONMENTAL EDUCATION

March 1973

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March 1973

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION
ADVISORY COUNCIL ON ENVIRONMENTAL EDUCATION
WASHINGTON, D.C. 20202

March 1, 1973

Dr. John Ottina
Acting Commissioner
U.S. Office of Education
Washington, D.C. 20202

Dear Commissioner Ottina:

The Advisory Council on Environmental Education has recently completed a year of diligent service as representatives in advising and assisting the implementation of the Environmental Education Act of 1970 (P.L. 91-516).

Representing a wide variety of backgrounds and interests, the Council has attempted to carry out its mandated responsibilities.

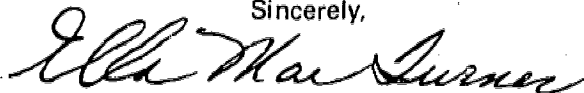
As the report indicates, the Council has continued to operate under a limited budget and without formal staffing, thereby frustrating our efforts to produce more comprehensive results.

The Office of Environmental Education has also suffered from inadequate funding and staffing. This has hampered overall administration of the Act.

Bearing these constraints in mind, the Council questions that real progress in environmental education can be achieved unless and until there is significantly greater commitment by the Department and the Administration.

We urge your careful review and consideration in responding to the critical problems outlined in this Report.

Sincerely,



Ella Mae Turner
Chairman

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INSIDE COVERS: MEMBERS OF ADVISORY COUNCIL ON ENVIRONMENTAL
EDUCATION

MAIL ORDER FORM FOR OFFICE OF ENVIRONMENTAL
EDUCATION PUBLICATIONS

I. FOREWORD

In the year since the First Annual Report of the Advisory Council on Environmental Education, the most compelling problems confronting the people of the world remain peace, poverty, population and pollution. Although peace appears to be somewhat closer at long last, progress in the other areas of critical concern to society is less evident. Most Americans are aware of the deterioration of the quality of the environment and genuinely desire to reverse that trend, but governments and institutions have been slow to respond effectively.

Since it is now widely accepted that the survival of humankind depends upon coexistence with each other and the limited earth resources which support our fragile ecosystem, we must provide the contingent education for sound resource management and environmental planning. It has also become clear that the entire educational system must be revised and revitalized to meet these needs which the Environmental Education Act of 1970 defines as "...man's relationship with his natural and manmade surroundings, and includes the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, and urban and rural planning to the total human environment."

That Act (Public Law 91-516) was created to encourage the development of programs dealing with the process of relating man to his environment. Specifically, the legislation provided for Federal grants to a variety of public and private agencies, and a public and technical information responsibility in the U.S. Office of Education. Within that office, an Office of Environmental Education, as stipulated in the law, was designated in late 1971 to implement these functions.

The Act also provided for the Advisory Council on Environmental Education, a 21 representative citizen body for development and progress in environmental education programs. Battered and bogged down, it finally became an operational body with 19 appointees. It was created by the lack of adequate resources and lack of the full number of members.

As noted in the Council's report to its Congressional mandate, the Council should have been able to carry out its educational needs and in the States, the Council should have been able to carry out the following activities:

- ... *participation in* environmental education programs under the Act.
- ... program review and evaluation stages,
- ... recommendation and implementation of programs as appropriate,
- ... identification of the Council's role in the offices and offices of the Council,
- ... dissemination of information to the public and awareness to new developments throughout the country.

Despite the acute limitations of the three Standing Committees, the status of the Environmental Education Act of 1970 following report details the recommendations.

FOREWORD

The First Annual Report of the Advisory Council on Environmental Education, the most compelling of the people of the world remain in pollution and pollution. Although peace is somewhat closer at long last, progress in environmental education is less than ideal. The critical concern to society is less than ideal. Citizens are aware of the deterioration of the environment and genuinely desire to see that governments and institutions have been effective.

It is accepted that the survival of human beings depends on the coexistence with each other and the environment. The values which support our fragile ecosystem are the contingent education for sound environmental and environmental planning. It has been recognized that the entire educational system must be reorganized to meet these needs which the Environmental Education Act of 1970 defines as "...man's relationship to his natural and manmade surroundings, the distribution of population, pollution, resource management, conservation, transportation, and urban and rural planning to the total environment."

The Act (91-516) was created to encourage the development of programs dealing with the process of reorganizing the environment. Specifically, the legislation provides for federal grants to a variety of public and private organizations and a public and technical information program through the U.S. Office of Education. Within the Office of Environmental Education, as established by the Act, was designated in late 1971 to implement these programs.

The Act also provided for the establishment of an Advisory Council on Environmental Education composed of 21 representative citizens to review and report on the development and progress of environmental education programs. Battered down in bureaucratic delays, the Council finally became an operating unit in December of 1971, with 19 appointees. It continues to be severely handicapped by the lack of adequate funding, lack of any staff personnel and lack of the full number of authorized appointments.

As noted in the Council's First Report, if it is to achieve its Congressional mandate to represent the environmental education needs and interests of the people of the United States, the Council should have been involved in the following activities:

- ... *participation in the planning process for programs* under the Environmental Education Act.
- ... *program review* during the developmental stages,
- ... *recommendation of changes and modifications* as appropriate,
- ... *identification of problems* beyond the scope of the Council to be channelled to the proper offices and officials, and
- ... *dissemination of information* for general public awareness and for technical assistance to new or continuing programs throughout the country.

Despite the acute limitations indicated, the Council's three Standing Committees have carefully analyzed the status of the Environmental Education Act and the Office of Environmental Education from these perspectives. The following report details the Council's findings and recommendations.

II. SUMMARY RECOMMENDATIONS

After reviewing the serious handicaps in the implementation of the Environmental Education Act, the Advisory Council recommends:

1. EXTENSION OF THE ENVIRONMENTAL EDUCATION ACT.
2. POSSIBLE RELOCATION OF THE OFFICE OF ENVIRONMENTAL EDUCATION.
3. EVALUATION OF THE ENVIRONMENTAL EDUCATION GRANTS PROGRAM.
4. CREATION OF AN INTERAGENCY COORDINATION COMMITTEE FOR ENVIRONMENTAL EDUCATION.
5. RESTRUCTURING THE ADVISORY COUNCIL ON ENVIRONMENTAL EDUCATION.
6. FULL STAFFING FOR THE OFFICE OF ENVIRONMENTAL EDUCATION.

III. DETAILED FINDINGS AND RECOMMENDATIONS

1. EXTENSION OF THE ENVIRONMENTAL EDUCATION ACT

The Environmental Education Act of 1970 (P.L. 91-516) was passed as a result of Congressional initiative supported at the grass roots by educators, community action

groups, conservationists and private citizens. The Act authorized a three year program for fiscal year 1971, \$15 million for fiscal 1972 and \$15 million for fiscal 1973.

Appropriations never even approached the levels authorized. Actual program funding totaled only \$1 million in 1971 and \$3 million in 1972, for only 236 grants out of 3500 applications. In the first two years, staff and program support were provided by the line-item appropriation. The estimated need for fiscal 1973 is \$3.1 million* for support costs borne by the overall federal budget for the first time. Despite the lack of federal support, public interest has remained high and is expected to reach earlier levels.

The importance of environmental education is underlined by numerous government and private committees and groups. In testimony before the President, for example, the Citizen's Committee on Environmental Quality stated that "the quality and accessibility of environmental education in this country...must reach citizens of all ages and backgrounds, in the broadest possible range of formal and informal settings...."

Due to the failure of the Office of Environmental Education to develop the Office of Environmental Education facilities and administrative support, the program was delayed for nearly a year. In the course of its discussion and examination of project reports and ongoing projects, the Council finds that

*In view of the pending expiration of P.L. 91-516, the Council strongly recommends that the Executive Office of the President request funds for the continuation of any new environmental education legislation. Senator Brademas, Chairman of the House Select Committee on Environment, has introduced with bipartisan support a bill for a new \$60 million 3-year program.

RECOMMENDATIONS

*s handicaps in the implementa-
l Education Act, the Advisory*

THE ENVIRONMENTAL

ATION OF THE OFFICE TAL EDUCATION.

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FOR THE OFFICE OF L EDUCATION.

FINDINGS AND ENDATIONS

THE ENVIRONMENTAL

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Due to the failure of the Office of Education to provide
the Office of Environmental Education with staff, physical
facilities and administrative support, the beginning of the
program was delayed for nearly a year after its enact-
ment. In the course of its discussions with recipients, ex-
amination of project reports and personal visits to on-
going projects, the Council finds that although there are

*In view of the pending expiration of P.L. 91-516 on June 30, 1973, no
funds were requested by the President for fiscal year 1974. The Coun-
cil strongly recommends that the Executive Branch provide full funding
of any new environmental education legislation. Congressman John
Brademas, Chairman of the House Select Subcommittee on Education,
has introduced with bipartisan support a bill (H.R. 3927) calling for a
new \$60 million 3-year program.

many outstanding projects underway, these first three years cannot be considered a fair trial of the Congressional mandate. It is unrealistic to think that an environmentally aware public or an environmentally sensitized student population can be achieved in three years (or even six) with only \$7.2 million (estimated) in direct funding. The need is too great and public interest too high to abandon the effort now. The program should be continued.

2. POSSIBLE RELOCATION OF THE OFFICE OF ENVIRONMENTAL EDUCATION

In recommending the extension of Public Law 91-516, the Council does not necessarily recommend a continuation of the present bureaucratic location of the environmental education program. From the passage of the Act, Office of Education and Department of Health, Education and Welfare officials have been virtually silent on the subject of environmental education despite President Nixon's own support for the concept. In his February 8, 1971 Message to the Congress, the President said:

The building of a better environment will require in the long term a citizenry that is both deeply concerned and fully informed. Thus, I believe that our educational system, at all levels, has a critical role to play.

Throughout its bureaucratic life, the Office of Environmental Education has been subject to considerable harassment including several office moves, inability to hire its full staff complement, delays in clearing documents and abrupt changes in deadlines.

If the Assistant Secretary for Education and the Commissioner of Education cannot assure the Congress that it will give priority to environmental education programs, as the present law provides, then any new or extended program should be located in more hospitable surroundings.

In view of the reorganizations recommendation will insist on legislation.

3. EVALUATION OF ENVIRONMENTAL EDUCATION

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The evaluatio the criteria de tion 3 (c)(2) of sent to potentia

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4. CREATION OF ENVIRONMENTAL EDUCATION

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The Assistant Secretary for Education and the Commissioner of Education cannot assure the Congress that they will give priority to environmental education programs. If the present law provides, then any new or extended program should be located in more hospitable surroundings.

In view of the large number of pending governmental reorganizations, the Council does not have a specific recommendation at this time, but it hopes that the Congress will insist on this point in any consideration of new legislation.

3. EVALUATION OF THE ENVIRONMENTAL EDUCATION GRANTS PROGRAM

It is critically important that a careful and thorough review and analysis of the programs funded under P.L. 91-516 be undertaken. Such a review may enable the development of guidelines and model programs of national scope and significance for implementation throughout the United States.

The evaluation should be undertaken in the context of the criteria developed by the Council pursuant to Section 3 (c)(2) of the Act and incorporated in the guidelines sent to potential applicants by the Office of Education.

It would be a violation of the public trust to deny to educational institutions and citizens groups the benefits of both the successes and failures of the efforts to date.

4. CREATION OF AN INTERAGENCY COORDINATION COMMITTEE FOR ENVIRONMENTAL EDUCATION

Although the legislative history of the Environmental Education Act indicates that environmental education programs were to be "synergistic" in that they would draw not only on resources provided by the Act but also on those of other educational programs such as Titles I and III of the Elementary and Secondary Education Act, vocational education, cooperative education and the like, there is some confusion as to the extent to which this mandate has been carried out. In April 1972, the Deputy Commissioner of Education for Renewal told the House Select

Subcommittee on Education that \$11.5 million would be made available through this means in fiscal year 1972. There exists, however, at least for the record, no document indicating whether or not this was done, or whether or not programs called "synergistic" in fact served an environmental education need.

However a new or extended environmental education bill is structured, the Council recommends that a federal interagency coordinating committee on environmental education synergy be created under the aegis of the Council on Environmental Quality. The committee should be chaired by the Director of the Office of Environmental Education and include provision for the inclusion of advisory representatives of states and national private agencies.

The coordinating committee should be a working group sharing information and experience in an effort to maximize the effectiveness of the national environmental education effort. It should prepare a summary of its activities and recommendations for inclusion in the annual report of the Council on Environmental Quality to the Congress pursuant to the National Environmental Policy Act of 1970.

5. RESTRUCTURING THE ADVISORY COUNCIL ON ENVIRONMENTAL EDUCATION

An advisory council can be no more effective than the program it serves and it, too, must have adequate resources and sufficient support within its agency to meet its objectives. Like the Office of Environmental Education, the Advisory Council has been beset with delays. Created more than a year after the passage of the Act, the Council was naturally unable to participate fully in the first year of grant awards. It has never had its full complement of 21 members as called for in the law.

Nevertheless, the Council has sought to do its job as effectively as possible and in all instances has received excellent cooperation from the Office of Environmental Education staff. As a result of its 16 months experience,

the Council does have the belief that it could make it in the environmental education field.

1. Reduction in membership;
2. Election of the Council;
3. The provision of

6. FULL STAFF ENVIRONMENTAL EDUCATION

The Office of Environmental Education has not had sufficient staff and funds to carry out a full complement of services. In personal observation that it is literally impossible to meet the daily demands on the staff and the dedication of personnel on weekends to getting the job done.

In addition to its other responsibilities, the Office has also had to serve the needs of its members. Meeting arrangements have been made in the absence of regular meetings, seriously hampered the work of the Office.

IV. CONCLUSIONS

In three State of the Union Messages on the Environment, the President has emphasized the need for environmental education, attitudes, and environmental quality. In the Third Annual Report on the State of the Environment in 1972, the President has both formal and informal movement from

on Education that \$11.5 million would be available through this means in fiscal year 1972. However, at least for the record, no documentation whether or not this was done, or whether teams called "synergistic" in fact served an educational need.

A new or extended environmental education bill that the Council recommends that a federal coordinating committee on environmental education be created under the aegis of the Council on Environmental Quality. The committee should be headed by the Director of the Office of Environmental Quality and include provision for the inclusion of representatives of states and national private

A coordinating committee should be a working group that draws on the knowledge and experience in an effort to maximize the effectiveness of the national environmental education program. It should prepare a summary of its activities and recommendations for inclusion in the annual report of the Council on Environmental Quality to the Congress and the National Environmental Policy Act of 1970.

STRUCTURING THE ADVISORY COUNCIL ON ENVIRONMENTAL EDUCATION

A council can be no more effective than the resources it has and it, too, must have adequate resources. Like the Office of Environmental Education, the Council has been beset with delays. Created a year after the passage of the Act, the Council was unable to participate fully in the first year of its existence. It has never had its full complement of staff as called for in the law.

As a result of its 16 months experience, the Council has sought to do its job as best as possible and in all instances has received cooperation from the Office of Environmental Education. As a result of its 16 months experience,

the Council does have specific recommendations we believe could make it a more effective part of the overall environmental education effort:

1. Reduction in membership from 21 to 15;
2. Election of the Chairman by the members of the Council;
3. The provision of regular professional staff.

6. FULL STAFFING FOR THE OFFICE OF ENVIRONMENTAL EDUCATION

The Office of Environmental Education has never had sufficient staff and for the past year has not even had the full complement of staff positions assigned to it. Through personal observation of Office activities, the Council finds that it is literally impossible for the staff to keep up with the daily demands on their time and resources despite the dedication of personnel willing to devote evenings and weekends to getting the job done.

In addition to its own considerable workload, the staff has also had to service the needs of the Council. Although members have been willing to make their own travel and meeting arrangements and cooperate in any possible way, in the absence of regular professional staff it has been seriously hampered in fulfilling its own legislative mandate.

IV. CONCLUSION

In three State of the Union Messages and three Special Messages on the Environment, President Nixon has spoken of the need for environmental literacy, new values and attitudes, and environmental awakening. At the time of the Third Annual Report of the Council on Environmental Quality in 1972, the President stressed the importance of both formal and informal education to prevent the environmental movement from becoming elitist.

The Environmental Education Act, signed into law October 30, 1970, was intended by the Congress to address the environmental needs of all citizens. It was widely believed that the Environmental Education Act and the National Environmental Policy Act of 1970 were mutually supportive laws, which read together provided a strategy for environmental protection involving standards, monitoring, enforcement, evaluation and dissemination in keeping with the mandate of P.L. 91-516 "...to encourage understanding of policies, and support of activities designed to enhance environmental quality and maintain ecological balance..."

Environmental education has received little more than lip service from the Executive Branch. We are nearly as far from achievement of its goals as we were at the time of the passage of the original legislation three years ago.

In part through the Education, the need there is stronger to enhance respect practical tools for though the President for environmental of the Environment the hope of this Co Act life will let it Agency which will ister it.

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Environmental education has received little more than lip service from the Executive Branch. We are nearly as far from achievement of its goals as we were at the time of the original legislation three years ago.

In part through the efforts of the Office of Environmental Education, the needs are now more clearly articulated and there is stronger public support for an educational effort to enhance respect for the quality of life and to provide the practical tools for environmental problem-solving. Although the President has not requested additional funding for environmental education due to the potential expiration of the Environmental Education Act on June 30, 1973, it is the hope of this Council that the Congress which gave the Act life will let it continue to grow and assign it to an Agency which will conscientiously and creatively administer it.

The continued existence of the environmental education program will put us to the ultimate test: Are we sufficiently committed to environmental quality to match our resources with our rhetoric?

V. APPENDICES

APPENDIX A—THE ENVIRONMENTAL EDUCATION ACT

Public Law 91-516
91st Congress, H. R. 18260
October 30, 1970

An Act

To authorize the United States Commissioner of Education to establish education programs to encourage understanding of policies, and support of activities, designed to enhance environmental quality and maintain ecological balance.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Environmental Education Act".

STATEMENT OF FINDINGS AND PURPOSE

Sec. 2. (a) The Congress of the United States finds that the deterioration of the quality of the Nation's environment and of its ecological balance poses a serious threat to the strength and vitality of the people of the Nation and is in part due to poor understanding of the Nation's environment and of the need for ecological balance; that presently there do not exist adequate resources for educating and informing citizens in these areas, and that concerted efforts in educating citizens about environmental quality and ecological balance are therefore necessary.

(b) It is the purpose of this Act to encourage and support the development of new and improved curricula to encourage understanding of policies, and support of activities designed to enhance environmental quality and maintain ecological balance; to demonstrate the use of such curricula in model educational programs and to evaluate the effectiveness thereof; to provide support for the initiation and maintenance of programs in environmental education at the elementary and secondary levels; to disseminate curricular materials and other information for use in educational programs throughout the Nation; to provide training programs for teachers, other educational personnel, public service personnel, and community, labor, and industrial and business leaders and employees, and government employees at State, Federal, and local levels; to provide for the planning of outdoor ecological study centers; to provide for community education programs on preserving and enhancing environmental quality and maintaining ecological balance; and to provide for the preparation and distribution of materials by mass media in dealing with the environment and ecology.

ENVIRONMENTAL EDUCATION

Sec. 3. (a)(1) There is established within the Office of Education, an office of environmental education (referred to in this section as the "office") which, under the supervision of the Commissioner, through regulations promulgated by the Secretary, shall be responsible for (A) the administration of the program authorized by subsection (b) and (B) the coordination of activities of the Office of Education which are related to environmental education. The office shall be headed by a Director who shall be compensated at a rate not to exceed that prescribed for grade GS-17 in section 5332 of title 5, United States Code.

V. APPENDICES

APPENDIX A—THE ENVIRONMENTAL EDUCATION ACT

Public Law 91-516
91st Congress, H. R. 18260
October 30, 1970

An Act

84 STAT. 1312

Commissioner of Education to establish education programs to encourage un-
support of activities, designed to enhance environmental quality and maintain

*House of Representatives of the United States of America in Congress assem-
the "Environmental Education Act".*

Environmental Education Act.

STATEMENT OF FINDINGS AND PURPOSE

United States finds that the deterioration of the quality of the Nation's environ-
poses a serious threat to the strength and vitality of the people of the Nation
nding of the Nation's environment and of the need for ecological balance; that
ate resources for educating and informing citizens in these areas, and that
itizens about environmental quality and ecological balance are therefore

to encourage and support the development of new and improved curricula to
es, and support of activities designed to enhance environmental quality and
monstrate the use of such curricula in model educational programs and to
to provide support for the initiation and maintenance of programs in environ-
y and secondary levels; to disseminate curricular materials and other infor-
rams throughout the Nation; to provide training programs for teachers, other
ce personnel, and community, labor, and industrial and business leaders and
ees at State, Federal, and local levels; to provide for the planning of outdoor
e for community education programs on preserving and enhancing environ-
ological balance; and to provide for the preparation and distribution of mate-
the environment and ecology.

ENVIRONMENTAL EDUCATION

within the Office of Education, an office of environmental education (referred
which, under the supervision of the Commissioner, through regulations pro-
be responsible for (A) the administration of the program authorized by sub-
n of activities of the Office of Education which are related to environmental
ed by a Director who shall be compensated at a rate not to exceed that pre-
332 of title 5, United States Code.

Environmental education
office, establishment.

Pub. Law 91-516

35 F.R. 6247.
5 USC 5332 note.
"Environmental education."

Grants and contracts.

Prohibition.

Funds, availability.

Financial assistance,
application.

Reports and recordkeeping.

(2) For the purposes of this Act, the term "environmental education" means the process of increasing man's awareness of his relationship with his natural and manmade surroundings, of the effects of pollution, resource allocation and depletion, conservation, transport, and planning to the total human environment.

(b)(1) The Commissioner shall carry out a program of making grants to higher education, State and local educational agencies, regional educational public and private agencies, organizations, and institutions (including research, demonstration, and pilot projects designed to educate the public on environmental quality and ecological balance, except that no grant may be made otherwise to any person or institution.

(2) Funds appropriated for grants and contracts under this section shall be used for:

(A) the development of curricula (including interdisciplinary curricula) for the improvement of environmental quality and ecological balance;

(B) dissemination of information relating to such curricula and to environmental education;

(C) in the case of grants to State and local educational agencies, demonstration programs at the elementary and secondary education levels;

(D) preservice and inservice training programs and projects (including workshops, symposiums, and seminars) for educational personnel and other areas associated with environmental quality and ecology, and for employees, and business, labor, and industrial leaders and employees;

(E) planning of outdoor ecological study centers;

(F) community education programs on environmental quality, including environmental quality;

(G) preparation and distribution of materials suitable for use by the public in environmental and ecology.

In addition to the activities specified in the first sentence of this paragraph, the Commissioner shall carry out projects designed to demonstrate, test, and evaluate the effectiveness of environmental education under this section.

(3)(A) Financial assistance under this subsection may be made available to any person. Applications under this subsection shall be submitted at such time and in such form as the Secretary shall prescribe by regulation and shall be accompanied by:

(i) provides that the activities and services for which assistance is requested shall be carried out under the supervision of, the applicant;

(ii) describes a program for carrying out one or more of the purposes of paragraph (2) which holds promise of making a substantial contribution to the improvement of environmental quality and ecology;

(iii) sets forth such policies and procedures as will insure adequate financial management to be carried out under the application;

(iv) sets forth policies and procedures which assure that Federal funds for any fiscal year will be so used as to supplement and, to the extent such funds are not available, be made available by the State or local agency in section 3, and in no case supplant such funds.

(v) provides for such fiscal control and fund accounting procedures as will insure proper disbursement of and accounting for Federal funds paid to the applicant;

(vi) provides for making an annual report and such other reports, as the Commissioner may reasonably require and for making such access thereto as the Commissioner may find necessary to carry out the purposes of such reports.

October 30, 1970

47.
2 note.
ental education."

contracts.

liability.

ssistance,

recordkeeping.

(2) For the purposes of this Act, the term "environmental education" means the educational process dealing with man's relationship with his natural and manmade surroundings, and includes the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, and urban and rural planning to the total human environment.

(b)(1) The Commissioner shall carry out a program of making grants to, and contracts with, institutions of higher education, State and local educational agencies, regional educational research organizations, and other public and private agencies, organizations, and institutions (including libraries and museums) to support research, demonstration, and pilot projects designed to educate the public on the problems of environmental quality and ecological balance, except that no grant may be made other than to a nonprofit agency, organization or institution.

(2) Funds appropriated for grants and contracts under this section shall be available for such activities as—

(A) the development of curricula (including interdisciplinary curricula) in the preservation and enhancement of environmental quality and ecological balance;

(B) dissemination of information relating to such curricula and to environmental education, generally;

(C) in the case of grants to State and local educational agencies, for the support of environmental education programs at the elementary and secondary education levels;

(D) preservice and inservice training programs and projects (including fellowship programs, institutes, workshops, symposiums, and seminars) for educational personnel to prepare them to teach in subject matter areas associated with environmental quality and ecology, and for public service personnel, government employees, and business, labor, and industrial leaders and employees;

(E) planning of outdoor ecological study centers;

(F) community education programs on environmental quality, including special programs for adults; and

(G) preparation and distribution of materials suitable for use by the mass media in dealing with the environment and ecology.

In addition to the activities specified in the first sentence of this paragraph, such funds may be used for projects designed to demonstrate, test, and evaluate the effectiveness of any such activities, whether or not assisted under this section.

(3)(A) Financial assistance under this subsection may be made available only upon application to the Commissioner. Applications under this subsection shall be submitted at such time, in such form, and containing such information as the Secretary shall prescribe by regulation and shall be approved only if it—

(i) provides that the activities and services for which assistance is sought will be administered by, or under the supervision of, the applicant;

(ii) describes a program for carrying out one or more of the purposes set forth in the first sentence of paragraph (2) which holds promise of making a substantial contribution toward attaining the purposes of this section;

(iii) sets forth such policies and procedures as will insure adequate evaluation of the activities intended to be carried out under the application;

(iv) sets forth policies and procedures which assure that Federal funds made available under this Act for any fiscal year will be so used as to supplement and, to the extent practical, increase the level of funds that would, in the absence of such Federal funds, be made available by the applicant for the purposes described in section 3, and in no case supplant such funds.

(v) provides for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the applicant under this title; and

(vi) provides for making an annual report and such other reports, in such form and containing such information, as the Commissioner may reasonably require and for keeping such records, and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

October 30, 1970

(B) Applications from local educational agencies for financial assistance under this Act may be referred to the Commissioner only if the State educational agency has been notified of the application and has had an opportunity to offer recommendations.

(C) Amendments of applications shall, except as the Secretary may otherwise provide by or pursuant to regulation, be subject to approval in the same manner as original applications.

(4) Federal assistance to any program or project under this section, other than those involving research, development, dissemination of curricular materials, and evaluation, shall not exceed 80 per centum of such program for the first fiscal year of its operation, including costs of administration, unless the Commissioner determines, pursuant to regulations adopted and promulgated by the Secretary establishing the criteria for such determinations, that assistance in excess of such percentages is required in the interest of the purposes of this section. The Federal share for the second year shall not exceed 60 per centum and for the third year 40 per centum. Non-Federal contributions may be in cash or kind, fairly evaluated, and shall be limited to plant, equipment, and services.

(c)(1) There is hereby established an Advisory Council on Environmental Education consisting of seven members appointed by the Secretary. The Secretary shall appoint one member as Chairman. The members shall consist of persons appointed from the public and private sector with due regard to their fitness, knowledge, and experience in matters of, but not limited to, academic, scientific, medical, legal, resource management, and production, urban and regional planning, and information media activities as they relate to or affect our environment, and shall give due consideration to geographical representation in the appointment of such members: *Provided, however,* That the Council shall consist of not less than three ecologists and three students.

(2) The Council shall—

(A) advise the Commissioner and the office concerning the administration of, preparation of regulations for, and operation of programs assisted under this section;

(B) make recommendations to the office with respect to the allocation of funds appropriated under subsection (d) among the purposes set forth in paragraph (2) of subsection (b) and the criteria for approving applications, which criteria shall insure an appropriate geographical distribution of programs and projects throughout the Nation;

(C) develop criteria for the review of applications and their disposition; and

(D) evaluate programs and projects assisted under this section and disseminate the results thereof.

TECHNICAL ASSISTANCE

Sec. 4. The Secretary of Health, Education, and Welfare, in cooperation with the heads of other departments having relevant jurisdiction, shall, insofar as practicable upon request, render technical assistance to State, territorial agencies, public and private nonprofit organizations, institutions of higher education, agencies of the State, and Federal governments and other agencies deemed by the Secretary to play a role in promoting and enhancing environmental quality and maintain ecological balance. The technical assistance shall be rendered to enable the recipient agency to carry on education programs which are related to environmental quality and ecological balance.

SMALL GRANTS

Sec. 5. (a) In addition to the grants authorized under section 3, the Commissioner, from the sums appropriated, shall have the authority to make grants, in sums not to exceed \$10,000 annually, to nonprofit organizations, such as citizens groups, volunteer organizations working in the environmental field, and other private nonprofit agencies, institutions, or organizations for conducting courses, workshops, symposia, institutes, and conferences, especially for adults and community groups (other than the groups

s from local educational agencies for financial assistance under this Act may be approved by
r. only if the State educational agency has been notified of the application and been given the
er recommendations.

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to approval in the same manner as original applications.

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for the first fiscal year of its operation, including costs of administration, unless the Com-
mines, pursuant to regulations adopted and promulgated by the Secretary establishing objective
determinations, that assistance in excess of such percentages is required in furtherance of
this section. The Federal share for the second year shall not exceed 60 per centum, and for the
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the Commissioner and the office concerning the administration of, preparation of general regu-
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lications, which criteria shall insure an appropriate geographical distribution of approved
projects throughout the Nation;

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programs and projects assisted under this section and disseminate the results thereof.

TECHNICAL ASSISTANCE

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SMALL GRANTS

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agencies, institutions, or organizations for conducting courses, workshops, seminars, sym-
and conferences, especially for adults and community groups (other than the group funded).

Federal share, limitation.

Advisory Council on En-
vironmental Education.
Establishment. Membership.

Duties.

Limitation.

Pub. Law 91-516

Report.

- (b) Priority shall be given to those proposals demonstrating innovation.
- (c) For the purposes of this section, the Commissioner shall require that any organization or group shall have been in existence one year prior to the submission of a proposal. It shall submit an annual report on Federal funds expended.
- (d) Proposals submitted by organizations and groups under this section shall be evaluated on the basis of the information required to evaluate them, unless the organization or group shall

ADMINISTRATION

Sec. 6. In administering the provisions of this Act, the Commissioner shall utilize the facilities of any agency of the Federal Government and of any other agency or organization in accordance with appropriate agreements, and to pay for such services from the funds appropriated for the purpose, as may be agreed upon. The Commissioner shall publish a list of organizations supported under this Act and shall distribute such list and description to all citizens' groups, conservation organizations, and other organizations concerned with environmental quality and maintaining ecological balance.

AUTHORIZATION

Sec. 7. There is authorized to be appropriated \$5,000,000 for the fiscal year ending June 30, 1972, and \$25,000,000 for the fiscal year ending June 30, 1973, out of the purposes of this Act.

LEGISLATIVE HISTORY:

HOUSE REPORT No. 91-1362 (Comm. on Education and Labor).
SENATE REPORT No. 91-1164 (Comm. on Labor and Public Welfare).
CONGRESSIONAL RECORD, Vol. 116 (1970):
Aug. 3, considered and passed House.
Sept. 21, considered and passed Senate, amended.
Oct. 13, House concurred in Senate amendments with an amendment.

October 30, 1970

- (b) Priority shall be given to those proposals demonstrating innovative approaches to environmental education.
- (c) For the purposes of this section, the Commissioner shall require evidence that the interested organization or group shall have been in existence one year prior to the submission of a proposal for Federal funds and that it shall submit an annual report on Federal funds expended.
- (d) Proposals submitted by organizations and groups under this section shall be limited to the essential information required to evaluate them, unless the organization or group shall volunteer additional information.

ADMINISTRATION

Sec. 6. In administering the provisions of this Act, the Commissioner is authorized to utilize the services and facilities of any agency of the Federal Government and of any other public or private agency or institution in accordance with appropriate agreements, and to pay for such services either in advance or by way of reimbursement, as may be agreed upon. The Commissioner shall publish annually a list and description of projects supported under this Act and shall distribute such list and description to interested educational institutions, citizens' groups, conservation organizations, and other organizations and individuals involved in enhancing environmental quality and maintaining ecological balance.

AUTHORIZATION

Sec. 7. There is authorized to be appropriated \$5,000,000 for the fiscal year ending June 30, 1971, \$15,000,000 for the fiscal year ending June 30, 1972, and \$25,000,000 for the fiscal year ending June 30, 1973, for carrying out the purposes of this Act.

LEGISLATIVE HISTORY:

HOUSE REPORT No. 91-1362 (Comm. on Education and Labor),
SENATE REPORT No. 91-1164 (Comm. on Labor and Public Welfare),
CONGRESSIONAL RECORD, Vol. 116 (1970):

Aug. 3, considered and passed House.

Sept. 21, considered and passed Senate, amended.

Oct. 13, House concurred in Senate amendments with an amendment; Senate concurred in House amendment.

APPENDIX B

ENVIRONMENTAL EDUCATION ACT FUNDING — Fiscal Years 1971-73

	1971	1972	1973
Total Appropriation	\$2,000,000	\$3,514,000	\$3,180,000
Program Funds	1,725,000	2,999,000	3,180,000
Salaries and Expenses	225,000	465,000	**
Advisory Council	0*	50,000	50,000**

*The Advisory Council was appointed in November 1971, 5 months after the beginning of fiscal 1972.

**Disbursed from Office of Education salary and expense budget.

APPENDIX C

SUMMARY OF GRANTS in FISCAL 1972

Among 162 grants totaling \$2,999,040.00 for environmental education projects announced in late June 1972 by U.S. Commissioner of Education, Sidney P. Marland, Jr., were eleven for statewide evaluation and dissemination.

The 11 States receiving such awards included Alabama, Colorado, District of Columbia, Hawaii, Massachusetts, Michigan, Minnesota, New Hampshire, North Carolina, Texas, and Wisconsin.

Most of the 162 were made under the Environmental Education Act (P.L. 91-516), though some were funded

under P.L. 90-35 (the Education Professions Development Act) and one was awarded under the Cooperative Regional Act (P.L. 83-531). Grants were made in each of the States, the District of Columbia, Puerto Rico, and Micronesia.

Range of awards, based on preliminary estimates, which are subject to negotiation, is \$900 to \$60,000. The average per project is \$18,544, while the median award is for \$13,600.

A breakdown by regions and States indicates that Region V received the greatest cash total, \$510,500. Region V had the highest number of funded proposals, 31 (19 from New York and 12 from California). Among individual states, New York and California were the sources of the most proposals (214 and 194, respectively), received the most awards (12 and 11), and had the greatest cash totals (\$206,900 and \$205,250).

Table I: FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION AWARDS — NUMBER OF PROPOSALS AND DOLLAR AWARDS BY STATE AND REGION

Region	State	Proposals Submitted	Proposals Funded	\$ Funded per State	\$ Funded per Proposal
I	Massachusetts	52	6	\$82,300	
	Connecticut	47	4	61,900	
	N. Hampshire	15	5	67,800	
	Vermont	12	3	39,000	30,000
	Maine	9	1	44,000	
	Rhode Island	5	1	14,000	
II	New York	214	12	206,900	
	New Jersey	53	3	53,200	28,000
	Puerto Rico	7	1	20,000	
III	Pennsylvania	76	7	172,000	
	W. Virginia	11	1	12,500	
	Delaware	9	2	28,000	
	Virginia	27	5	44,400	36,000
	Maryland	28	1	20,000	
	Dist. Columbia	32	6	87,750	

APPENDIX B

ENVIRONMENTAL EDUCATION ACT GRANTS — Fiscal Years 1971-73

1971	1972	1973
2,000,000	\$3,514,000	\$3,180,000
725,000	2,999,000	3,180,000
225,000	465,000	**
0*	50,000	50,000**

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APPENDIX C

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under P.L. 90-35 (the Education Professions Development Act) and one was awarded under the Cooperative Research Act (P.L. 83-531). Grants were made in each of the 50 States, the District of Columbia, Puerto Rico, and Micronesia.

Range of awards, based on preliminary estimates which are subject to negotiation, is \$900 to \$60,000. The average per project is \$18,544, while the median award is for \$13,600.

A breakdown by regions and States indicates that O.E. Region V received the greatest cash total, \$510,540, and had the highest number of funded proposals, 31 (Table I). Among individual states, New York and California were the sources of the most proposals (214 and 194, respectively), received the most awards (12 and 11), and the greatest cash totals (\$206,900 and \$205,250).

**Table I: FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION
AWARDS — NUMBER OF PROPOSALS AND DOLLARS PER
STATE AND REGION**

Region	State	Proposals Submitted	Proposals Funded	\$ Funded per State	\$ Funded per Region
I	Massachusetts	52	6	\$82,300	309,000
	Connecticut	47	4	61,900	
	N. Hampshire	15	5	67,800	
	Vermont	12	3	39,000	
	Maine	9	1	44,000	
	Rhode Island	5	1	14,000	
II	New York	214	12	206,900	280,100
	New Jersey	53	3	53,200	
	Puerto Rico	7	1	20,000	
III	Pennsylvania	76	7	172,000	364,650
	W. Virginia	11	1	12,500	
	Delaware	9	2	28,000	
	Virginia	27	5	44,400	
	Maryland	28	1	20,000	
	Dist. Columbia	32	6	87,750	

Table I: FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION AWARDS — NUMBER OF PROPOSALS AND DOLLARS PER STATE AND REGION—Continued

Region	State	Proposals Submitted	Proposals Funded	\$ Funded per State	\$ Funded per Region
IV	Florida	47	5	124,000	380,000
	Georgia	26	3	74,500	
	N. Carolina	29	2	66,000	
	Kentucky	17	2	23,500	
	Alabama	26	2	52,000	
	Mississippi	16	1	8,000	
	Tennessee	18	2	24,000	
	S. Carolina	6	1	8,000	
V	Ohio	52	4	96,500	510,540
	Indiana	23	7	81,800	
	Illinois	24	7	127,440	
	Minnesota	42	6	78,300	
	Michigan	62	2	67,000	
	Wisconsin	39	5	59,500	
VI	Texas	37	3	49,200	253,950
	Louisiana	9	1	25,000	
	Arkansas	3	2	65,750	
	Oklahoma	15	2	77,000	
	N. Mexico	7	1	37,000	
VII	Nebraska	8	1	18,000	94,800
	Iowa	17	1	5,800	
	Missouri	25	2	60,000	
	Kansas	6	1	11,000	
VIII	Colorado	38	4	139,000	268,600
	Utah	8	1	13,600	
	Wyoming	4	1	9,000	
	S. Dakota	5	1	26,000	
	N. Dakota	12	2	34,000	
	Montana	17	3	47,000	
IX	California	194	11	205,250	293,700
	Nevada	9	1	5,500	
	Hawaii	11	2	33,500	
	Trust Terr.	1	1	25,500	
	Arizona	16	2	23,950	
X	Washington	39	3	75,500	248,200
	Idaho	11	2	19,000	
	Oregon	40	5	68,000	
	Alaska	11	2	85,700	

Among grants of particular interest

To the Center for Research and Development in Colorado, for provision of technical assistance in environmental education planning

To the Center for Curriculum Development in Illinois, for nationwide dissemination of environmental education planning materials through regional workshops

Eleven programs directed at special populations: Black, four Indian, and three Spanish-speaking

Eleven awards to special groups: two for the general population, two architectural, and one for the visually handicapped

Thirty-one applications from 1971 grantees reapplying were funded

In all, 33 awards were made for evaluation and dissemination, 11 for curriculum development, 25 for community awareness, 66 for personnel training, and 16 for evaluation and dissemination (II).

Table II: FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION AWARDS, BY CATEGORY, AS COMPARED TO FISCAL YEAR 1971 AWARDS

CATEGORIES

Type A: Workshops	
Type B: Statewide Evaluation and Dissemination	
Type C: Pilot Projects	
Personnel Training	
(A) Inservice Educational Personnel	
(B) Inservice Noneducational Personnel	
(C) Preservice Educational Personnel	

**FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION
— NUMBER OF PROPOSALS AND DOLLARS PER
REGION—Continued**

State	Proposals Submitted	Proposals Funded	\$ Funded per State	\$ Funded per Region
Alabama	47	5	124,000	380,000
Alaska	26	3	74,500	
Arizona	29	2	66,000	
Arkansas	17	2	23,500	
California	26	2	52,000	
Colorado	16	1	8,000	
Connecticut	18	2	24,000	510,540
Delaware	6	1	8,000	
Florida	52	4	96,500	
Georgia	23	7	81,800	
Idaho	24	7	127,440	
Illinois	42	6	78,300	
Indiana	62	2	67,000	253,950
Iowa	39	5	59,500	
Kansas	37	3	49,200	
Kentucky	9	1	25,000	
Louisiana	3	2	65,750	
Maine	15	2	77,000	
Maryland	7	1	37,000	94,800
Massachusetts	8	1	18,000	
Michigan	17	1	5,800	
Minnesota	25	2	60,000	
Mississippi	6	1	11,000	
Missouri	38	4	139,000	268,600
Montana	8	1	13,600	
Nebraska	4	1	9,000	
Nevada	5	1	26,000	
New Hampshire	12	2	34,000	
New Jersey	17	3	47,000	
New Mexico	194	11	205,250	293,700
New York	9	1	5,500	
North Carolina	11	2	33,500	
North Dakota	1	1	25,500	
Ohio	16	2	23,950	
Oklahoma	39	3	75,500	248,200
Oregon	11	2	19,000	
Pennsylvania	10	5	68,000	
Rhode Island	1	2	85,700	
South Carolina				
South Dakota				

Among grants of particular interest are:

To the Center for Research and Education of Denver, Colorado, for provision of technical assistance to State environmental education planning groups;

To the Center for Curriculum Design of Evanston, Illinois, for nationwide dissemination to environmental educators through regional workshops;

Eleven programs directed at minority groups (four Black, four Indian, and three Spanish-speaking);

Eleven awards to special groups and institutions (five population, two architectural, and four museums);

Thirty-one applications from among 51 Fiscal Year 1971 grantees reapplying were funded.

In all, 33 awards were made for workshops, 11 for State evaluation and dissemination, 11 for personnel training, 25 for community awareness, 66 for instruction and curriculum, and 16 for evaluation and dissemination (Table II).

**Table II: FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION
AWARDS, BY CATEGORY, AS COMPARED TO FISCAL
YEAR 1971 AWARDS**

CATEGORIES	1972 E.E. AWARDS	1971 E.E. AWARDS
	# Of Awards	# Of Awards
Type A: Workshops	33	36
Type B: Statewide Evaluation and Dissemination	11	5
Type C: Pilot Projects		
Personnel Training		
(A) Inservice Educational Personnel	4	1
(B) Inservice Noneducational Personnel	4	1
(C) Preservice Educational Personnel	1	..

Table II: FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION AWARDS, BY CATEGORY, AS COMPARED TO FISCAL YEAR 1971 AWARDS—Continued

CATEGORIES	1972 E.E. AWARDS	1971 E.E. AWARDS
	# Of Awards	# Of Awards
(D) Preservice Noneducational Personnel	1	1
(E) Government Personnel	1	1
Total Personnel Training	11	4
Community Awareness		
(F) School-Community Models	1	1
(G) Environmental Education Centers	14	6
(H) Citizen Participation Projects	10	11
Total Community Awareness	25	18
Instruction and Curriculum		
(I) Elementary & Secondary Programs	7	1
(J) Supplementary Materials	18	1
(K) Curriculum Development	38	8
including Media Projects (K ₂)	3	
Total Instruction and Curriculum	66	10
Evaluation and Dissemination		
(L) General Evaluation	1	1
(M) Dissemination: Information Dissemination	12	0
(N) Dissemination: Information Clearinghouse	3	0
Total Evaluation and Dissemination	16	1
GRAND TOTAL	162	74

Thirty-four awards were made in environmental education, eleven of them private. Twenty-nine local education agencies, 29 private organizations, and 26 private environmental organizations were funded (Table III).

Table III: FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION AWARDS, BY TYPE OF ORGANIZATION

Type of Organization	#
Institutes of Higher Education	
Private/Other	
Local Education Agencies	
Private Educational Organization	
Private Environmental Organization	
Public Agencies and Organizations	
State Education Agencies	
Museums	
Community Colleges/Vocational Education Schools	
Private Elementary and Secondary Schools	
Public Libraries	
TOTAL	

**FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION
AWARDS, BY TYPE OF ORGANIZATION FUNDED, AS COMPARED TO FISCAL
1971 AWARDS—Continued**

CATEGORIES	1972 E.E. AWARDS	1971 E.E. AWARDS
	# Of Awards	# Of Awards
Noneducational Personnel	1	1
Educational Personnel	1	1
Personnel Training	11	4
Community Models	1	1
Local Education Centers	14	6
Information Projects	10	11
Community Awareness	25	18
Curriculum		
Secondary Programs	7	1
Materials	18	1
Development	38	8
Projects (K-2)	3	
Instruction and Curriculum	66	10
Dissemination		
Information	1	1
Information Dissemination	12	0
Information Clearinghouse	3	0
Instruction and Dissemination	16	1
TOTAL	162	74

Thirty-four awards were made to institutions of higher education, eleven of them private institutions. In addition, 29 local education agencies, 29 private (or other) organizations, and 26 private environmental organizations were funded (Table III).

**Table III: FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION
AWARDS, BY TYPE OF ORGANIZATION FUNDED**

Type of Organization	# of Awards	\$ Funded
Institutes of Higher Education	34	599,900
Private/Other	29	497,450
Local Education Agencies	29	486,000
Private Educational Organization	11	381,750
Private Environmental Organization	26	376,850
Public Agencies and Organizations	7	194,940
State Education Agencies	6	176,950
Museums	4	111,800
Community Colleges/Vocational Education Schools	9	87,300
Private Elementary and Secondary Schools	4	56,600
Public Libraries	3	29,500
TOTAL	162	2,999,040

APPENDIX D

SCHEDULE OF ADVISORY COUNCIL ACTI

December 3-5, 1971	FULL COUNCIL — Organizational Meeting Washington, D.C.	July 24, 1972
January 9-10, 1972	Steering Committee Washington, D.C.	September 29- October 1, 1972
February 6-8, 1972	FULL COUNCIL AND STAND- ING COMMITTEES Washington, D.C.	December 1, 1972
April 13, 1972	Dissemination Committee	January 23-27, 1973
April 14-15, 1972	Executive Committee	
April 16, 1972	Congressional Oversight Committee Washington, D.C.	
June 22-25, 1972	FULL COUNCIL AND STAND- ING COMMITTEES Host: Minnesota Environmental Science Foundation	March 30, 1973 May 4-6, 1973

APPENDIX D

SCHEDULE OF ADVISORY COUNCIL ACTIVITIES

March 3-5, 1971	FULL COUNCIL — Organizational Meeting Washington, D.C.	July 24, 1972	Legislative Review Committee Washington, D.C.
September 9-10, 1972	Steering Committee Washington, D.C.	September 29-October 1, 1972	FULL COUNCIL AND STANDING COMMITTEES Washington, D.C.
June 6-8, 1972	FULL COUNCIL AND STANDING COMMITTEES Washington, D.C.	December 1, 1972	Executive Committee Green Bay, Wisconsin
January 1972	Dissemination Committee	January 23-27, 1973	FULL COUNCIL AND STANDING COMMITTEES—Annual Report Preparation Host: National Association for Environmental Education Miami, Florida
May 5, 1972	Executive Committee		
June 1972	Congressional Oversight Committee Washington, D.C.	March 30, 1973	Executive Committee Washington, D.C.
May 5, 1972	FULL COUNCIL AND STANDING COMMITTEES Host: Minnesota Environmental Science Foundation	May 4-6, 1973	FULL COUNCIL AND STANDING COMMITTEES Washington, D.C.

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